Girls'

EDUCATION

USING INCENTIVES
TO IMPROVE GIRLS' PARTICIPATION IN SCHOOL

Why Invest in Girls' Education?

Education of all children is important. Education, especially primary schooling, promotes democracy, economic growth, and social development. The education of all children is important, but the education of girls yields extremely high economic and social returns. Female literacy and schooling have been linked to development gains in both maternal and child health and agricultural production.

Despite enormous gains, girls still lag behind boys. Girls are less likely to participate in school than boys because of cultural beliefs about the appropriateness of educating women, family needs and resource levels, facilities available for girls at schools, and treatment of females in the classroom by teachers and male classmates. Many countries have engaged in comprehensive changes in their educational systems to expand access, improve instructional quality, and increase efficiency. The programs have laid the fundamental groundwork for increased educational participation of all children, but they usually have not been sufficient to reduce existing gender disparities between girls and boys. The fact that many of the impediments to girls' enrollment and persistence in school are specific to girls and not to boys requires a concerted effort to increase educational opportunities for girls as a development imperative.

Educating children is costly for many families. The cost of educating children is a major obstacle for low-income families who must pay for tuition, books, materials, shoes, and clothing. In addition, however, girls' participation in school has indirect costs for the family, particularly the loss of their domestic work of caring for small children, gathering wood, and carrying water. In rural communities girls are incorporated in their families' productive work at an early age. Girls frequently sell in the market, herd cattle, weave, or make pottery. They represent a major economic value to their families.

Other factors contributing to girls' difficulty in attending school are their communities' cultural beliefs and deficiencies in the school system and infrastructure.

What are incentives?

In the context of international education, the term "incentive" is often used to describe monetary or nonmonetary compensation that fulfills a need or minimizes a cost so that a desired educational goal can be achieved. Items such as scholarships, books, uniforms, and meals are often considered incentives and have been used separately or with other interventions to motivate parents and communities to send girls to school.

Scholarships — financial aid or other monetary assistance — have been used to attract girls to school and keep them there. Scholarships to cover tuition and other related costs such as registration, recreational activities, exam fees, books, and transportation costs have been effective in many countries. (See a related publication, *Investments that Yield High Returns: Scholarships for Girls,* for more detailed information about girls' scholarship programs).

Nonscholarship incentives take many forms and are the focus of this paper. School supplies such as book bags and pencils have been used in El Salvador and in Morocco. In Haiti, India, and Côte d'Ivoire food has been used to offset some or all of the costs for items such as fees, uniforms, supplies, and transportation that are associated with sending children to school. Food can be provided as meals for the students during the school day or as food supplements for the families whose children participate. Nepal provides grants directly to girls.

Why use incentives to improve girls' participation?

More strategies are needed for achieving the desired results. Strategies for improving girls' participation in primary education involve increasing the availability of education — adapting policy to expand opportunities for girls to attend school, increasing the number of places for girls, and providing more teachers. Other strategies are designed to increase community demand for sending girls to school — improving girls' classroom experiences and success, making the classroom environment safer and more appealing, and raising public awareness about the importance of girls' education. When strategies for increasing availability or demand are insufficient for achieving the desired results, incentive programs can spur improvements in girls' educational participation. Incentives can have positive effects on enrollment and attendance, and a sustained, intergenerational impact on participation (Prather et al., 1996; Johnson and Johnson, 1988).

Sample Incentive Programs

Incentive programs are typically implemented in countries with a significant gap in the educational indicators between boys and girls or low enrollment rates in rural areas where indirect costs to girls' education are high. Incentive programs can generate their own financing or receive funds from cooperating agencies or international financial organizations. The programs range from pilot projects to larger scale schemes, as the following examples suggest.

PROESA: Promoting School Attendance among Rural Girls (Guatemala)

PROESA is a pilot program, funded by CARE/Guatemala, that strives to increase access, retention, and promotion of rural girls in primary school. PROESA promotes girls' education through three interactive interventions: promotional campaigns to educate rural communities about the benefits of girls' education;

building parent-teacher associations and other educational forums in which girls' education can be promoted; and indirect economic incentives that assist parents' efforts to keep their daughters in school. The incentive component builds on CARE's Village Banking Program, which provides loan funds to 8,200 Guatemalan women in 250 communities. Under PROESA, three economic incentives are offered to the women in the community:

- **competitive business loans**, in which women, most of whom are already receiving loans or making deposits in the village banks, can obtain loans and save money for their daughters' education by establishing an Educational Savings Group (ESG);

- **income generation**, under which the bank deposits 0.5 percent of the interest each loan recipient pays into the ESG savings account for use by the group; and

- **accumulated savings** for girls' education, in which women are given the opportunity to deposit money into the ESG account. Each member has her own passbook and savings account.

Results: Women seem appreciative of the opportunities the program provides and work diligently to improve the possibilities for a more successful future for their daughters. No defaults on loans have been reported. Participants' dropout rates have declined since 1995, from 6.6 to 4.4 percent, and are lower than the 10 percent dropout rate of nonparticipating schools. Five out of every eight girls participating in the program are completing primary school (CARE/Guatemala, 1998). In addition to building self-sufficiency, independence, and empowerment, the ESG accounts are providing an incentive program that can be sustained.

La Nueva Esperanza: Providing Incentives for Girls' Education (El Salvador)

A volunteer women's organization founded *La Nueva Esperanza* (New Hope) to reflect the hope for a better life for rural women after El Salvador's civil war. *La Nueva Esperanza* began as a part-time program to provide women with income-producing skills such as sewing and embroidery. It soon became a multigenerational organization when members began to bring their daughters or granddaughters — girls between ages 10 and 16 — to classes. The need for outside stimulation for girls and women was acute, and membership grew rapidly. Less than a year after the group's founding, at the beginning of the academic year, the members became aware that almost a dozen girls were not planning to attend school. The members offered the out-of-school girls basic school supplies and a uniform if they would enroll. Four girls — two who had never attended school and two who had attended, but dropped out — accepted. The two illiterate girls successfully completed that year (and the following year) by attending a nonformal weekend program sponsored by the government. With an investment of approximately $30 per year per girl, these girls completed the equivalent of fourth grade and became literate. Although the other two girls did not finish the year, the members considered the activity a success and expanded the program.

They established guidelines for the package of school supplies and set the value of the package at $3. The package was to be an incentive, a motivation for enrolling and staying in school. The intent was not to assume the cost of all school expenses, but rather to give the minimum supplies to girls who would stay home for lack of materials and to give something extra to girls planning to attend school, but with limited supplies. Three dollars could purchase sufficient materials to motivate a child to begin school (for example, two pencils, a pencil sharpener, a box of colored pencils, three small notebooks). Only female members

and male and female children and grandchildren of members are eligible for packages. The elected board of *La Nueva Esperanza*, not the members, is responsible for selecting, purchasing, packaging, and distributing the materials.

Results: Although anecdotal, the results of the *La Nueva Esperanza* program are positive. Among the initial members of *La Nueva Esperanza,* only one member had studied beyond fourth grade. After three years of the program, all school-age members were in school, most girls were completing sixth grade, and many were going to middle school. This incentive program was carried out within the context of additional local and national efforts. Local efforts also included a special needs' program that reduced other obstacles to schooling such as lack of a birth certificate or shoes; ceremonies to celebrate the beginning and end of the school year; an awards' program of recognition and small prizes for high achievement; and mentoring. In addition, a national educational reform was currently in progress. Nevertheless, the anecdotal evidence suggests that the supplies' program was an important element in getting unschooled girls into school and keeping them there.

The Promotion of Girls' Education Scheme (Uganda)

The Promotion of Girls' Education (PGE) Scheme is a reward program designed to reduce girls' dropout rate and increase their performance and achievement in the upper primary grades. The scheme has several purposes:

- increase girls' persistence;
- improve girls' performance in primary schools;
- improve the learning environment in primary school, particularly for girls;
- involve parents and communities in efforts to improve girls' education; and
- encourage districts to support increased female participation in primary and secondary education.

The program targets girls in government-aided primary schools. The strategy for reducing dropouts is to carry a three-year cohort of girls in five of the country's most needy districts from grades 4 through 7, tracking their persistence and performance. Schools that make improvements in girls' persistence and/or performance, as compared with their own persistence and performance rates during the previous year, are rewarded as long as funds allow. Persistence and performance awards are graduated, with one million Ugandan shillings for the schools that are in the top third, based on their performance, 750,000 Ugandan shillings for the next third, and 500,000 Ugandan shillings for the bottom third of the performing schools. In September 1998, 1,233 Ugandan shillings equaled US$1. The schools use the awards to provide things that can further improve education for girls. In this way, schools that are successful in improving the persistence or promotion of girls are rewarded with resources to do even more for the girls at the school.

Results: Information about improvements in persistence or performance is not yet available because the first cycle under new guidelines has not yet been completed. Approximately 40 to 50 schools in each district will receive awards. It is hoped that improvements in girls' participation will be higher for several reasons. There was increased community involvement in planning and implementing the program; the program included orientation workshops and related community mobilization activities to promote understanding of the importance of girls' education; trained coordinating center tutors monitor progress and provide advice to the schools; and the awards are closely linked with the desired outcomes — girls' performance and persistence.

How are incentive programs designed and implemented?

As with any new undertaking, there will be many issues to resolve. It is useful to establish a committee to formulate policies and to oversee the level of investment, implementation strategy, and monitoring and evaluation of the incentive awards. A program's goals, scope, and partners also need to be defined. Some organizations may be willing to fund incentive programs, but do not have the expertise to implement and manage the program. If necessary, the committee can identify and solicit the participation of organizations that have the appropriate skills and experience to manage the program. The committee should establish criteria for selecting such an organization and identify potential beneficiaries to be targeted. Candidate organizations can be asked to submit an implementation plan as part of the selection process. The plan should address budgets and time schedules, community assessment of barriers, a proposed system to select beneficiaries and distribute incentives, monitoring and evaluation, training, and organizational capability.

Incentive programs should respond to communities' and countries' economic and education needs. Since programs are community-based, it is important to initiate programs on a small scale. This allows the program to maximize learning, to build support systems as the program expands, and to be responsive to changing community needs. Activities can expand as planned and then be redirected, if necessary, to meet program objectives.

What will be the program's goals and purposes?

The unstable economic situation of many families is a key factor in parents' inability to support the cost of educating their daughters. Incentive programs can motivate enrollment by subsidizing the direct and indirect costs of education with positive effects on girls' participation in school.

The fundamental goal of an incentive program, therefore, is to ensure education for girls by mobilizing various sectors to implement the program, with the long-term goal of promoting a country's social and economic development.

The main purposes of an incentive program are often to:

- increase the enrollment, attendance, retention, promotion, and completion rates of girls at the primary school level; and
- promote intersectoral and community participation in financing, developing, and implementing the program to increase educational opportunities for girls at the primary-school level.

Which communities will benefit from the incentive program?

Identifying the target population is a key factor in the design of incentive programs. Depending on a country's social and cultural structure, certain groups — minority and indigenous people, more disadvantaged than others — require special support. Girls from these groups and their families require priority access to incentive programs.

Prior to selecting target communities, it may be necessary to conduct an assessment of the girls' socioeconomic and educational situations. To identify the neediest communities, organizations can use census information, data from the Ministry of Education, and information about critical poverty zones. The process of selecting target communities should consider the:

- socioeconomic conditions of families;
- school-aged population by gender;
- low female enrollment rates in primary schools; and
- the kinds of incentives which are most appropriate for the community.

To facilitate the program's implementation, monitoring, and impact, target communities should be geographically close. Once the preliminary selection of the communities is completed, it is important to enlist community support and acceptance of the program. An introductory meeting should be held with community and school authorities to discuss the intended program's purpose and the willingness of the community to participate. If possible, an incentives committee should be formed.

Who should implement the incentive program?

When selecting an organization to implement an incentive program, it is crucial to examine the fit between the expertise and capacity of an organization and the substantive/technical, administrative, and staffing requirements of an effective incentive program. In addition, it is desirable to include beneficiaries as partners and to involve them in planning and implementation. Well-organized incentive programs usually provide technical assistance to launch and manage the activities but eventually cede these tasks to the community.

Substantive or technical requirements. Effective implementation of incentive programs requires knowledge and experience in community development, management, training, and evaluation. Organizations working in development and education (particularly girls' education) at national and local levels must be identified and enlisted to provide support. Ideally, strategic alliances between nongovernmental organizations (NGOs) or the private sector and the government or donor agencies should be based on a history of cooperation. A country's social, political, and economic conditions can guide the formation of alliances among organizations qualified to implement incentive programs. To enhance the working relationship between the public and private sectors, it is vital that they both recognize their potential contribution to girls' education. This recognition is likely to require consideration of:

- similarity in philosophy, perspectives, and institutional interests;
- experience and expertise in management of social services and community assistance (preferably in education) and in coordination with different organizations, including the ministry of education;
- institutional capacity and availability of facilities and resources (human, financial, managerial, infrastructure, etc.); and
- familiarity with the geographical area of work (target communities) and their local culture.

Once suitable organizations are identified, a support network including the Ministry of Education should be established. Efforts on the part of NGOs and private voluntary organizations eventually translate into support for the larger educational system and should become an integral part of the country's educational development plan.

Administrative requirements. The implementing organization should establish a technical committee to formulate policies and oversee the implementation, monitoring, and evaluation of the incentive program.

Some of the main administrative responsibilities of the implementing organization include:

- creating work plans and budgets;
- coordinating participating institutions (Ministry of Education, research centers, donor agencies, and NGOs);
- coordinating or contracting technical assistance, training services, and studies;
- developing, coordinating, and monitoring program activities;
- developing a control system;
- providing training and supervision to outreach workers;
- developing a simple organizational structure at the community level; and
- preparing local residents to assume responsibility for program management.

Staffing requirements. The number of people required to implement an incentive program will depend on the number of participants, the duration of the program, and the availability of resources. Although having a suitable staff is important, sponsors should seek to use as much money as possible for incentives rather than for administrative purposes. Having noted this, an incentive program may need to consider assigning responsibility for some or all of the following tasks:

- general program coordination and supervision;
- administrative and financial assistance (to establish and maintain budgets, the accounting system, and financial reports; secretarial assistance);
- depending on the program's coverage, regional coordination and coordination with beneficiary communities; and
- training for staff, parents, and teachers.

In addition, the implementing organization may require assistance in areas such as project design, implementation, monitoring and evaluation, community development, and training and human resources.

Monitoring and evaluation. The implementing organization and its technical committee should coordinate with regional, municipal, and local educational authorities to supervise and monitor the program and to support the training of teachers and parents. At the local level, teachers, the incentive program committee, and the outreach workers should meet on a regular basis to review the program's progress and accomplishments.

Who will serve as liaisons between the community and the incentive program?

An important element for the selection process and monitoring of incentive programs is the participation of outreach workers who work closely with the beneficiary communities. Outreach workers should be women from the community or targeted area. The workers should be experienced in community development and possess some managerial skills. Outreach workers should also receive training in their obligations toward the incentive program's coordinators, schools, parents, and girls.

Depending on the program's size and geographic scope, responsibilities for the outreach worker could include:

- visiting community leaders and educational authorities;
- organizing, motivating, and assisting in oversight;
- educating the community about the organization and functioning of the incentive program;
- conducting socioeconomic surveys of program candidates;
- visiting schools, teachers, and recipients;
- visiting recipients' home to motivate parents;
- monitoring recipients' attendance and performance; and
- providing academic and moral support to girls.

How will support in the communities be developed for the incentive program?

The involvement and support of program beneficiaries is important in order to guarantee program success. Direct participation of community members ensures their ownership of the program and requires intensive work on the part of outreach workers. Meetings with local leaders and teachers, parents, and other community members can be used to obtain their suggestions for the program.

Organize committees. Each target community should organize a committee of parents, community leaders, teachers, and other appropriate community members. Special emphasis should be placed on including women in the committees and making them active participants in identifying strategies to bolster girls' education. Specific information activities should be developed on topics such as the importance of education and community and parental participation in girls' education.

Communicate. Promotional campaigns, contact with parent-teacher associations or the schools, and orientation meetings with education officers can be used to communicate knowledge of the benefits of girls' education and to discuss the barriers that hinder involvement.

Motivate. Teachers' active participation in the program is crucial to establishing an enduring link with the community. Teachers should be promoters of educating girls, sensitizing families about the importance of education. Teachers play an important role in motivating parents to enroll and retain girls in school, monitoring attendance and performance of recipients, and participating in activities organized by the incentive program.

How will the incentive program select recipients?

Selection of incentive program recipients is an important step. The incentive program committee contacts parents of school-aged girls in the community to publicize the availability of the program and the eligibility criteria. Typical criteria usually require girls to:

- be a member of the community where the incentive program is established;
- have limited economic resources;
- have a disadvantaged social situation (e.g., orphan, abandoned, high number of siblings, living far from school); and

- have their parents' interest and consent.

Once a preliminary list of interested parents is established, interviews can be conducted to verify need, eligibility, and economic conditions. Results are then presented to the program committee and the implementing unit of the program for final selection of recipients. It is important to target both girls who are at risk for dropping out of school and girls who are not enrolled at all as potential recipients of incentives.

How much time will an incentive program take to implement?

An incentive program can be implemented within six months of the decision to create one. An example of a typical time line of activities is as follows:

What will be the duration of the incentive program?

Whenever possible, girls should be supported through the period of greatest vulnerability of dropping out of school. At a minimum, support should continue for at least one year. Even better, however, incentives should be provided to each recipient for at least three years (one year before and one year after what is typically the most vulnerable year), but this should not discourage sponsoring organizations from providing incentives for longer periods. Every additional year of education brings benefits to girls, to their families, and, eventually, to their communities. National and local educational statistics can identify when girls tend to dropout of school, so such figures can be used to adjust the duration of incentive programs when resources are limited or the number of potential recipients is large.

Suggested Time Line for an Incentive Project

Activities	Month					
	1	2	3	4	5	6
Establish stakeholder committee	✗	✗				
Determine level of investment	✗	✗				
Establish implementation strategies and evaluation criteria	✗	✗	✗			
Select implementing organization		✗	✗	✗		
Select communities			✗	✗		
Hold orientation and training workshops			✗	✗		
Determine numbers and amounts of awards				✗	✗	
Launch program in first community						✗
Conduct monitoring and evaluation activities	Ongoing					
Revise projects	Ongoing as needed					

What should the budget be?

The costs for an incentive program will vary greatly depending on the nature of the program as well as the number of beneficiaries. The costs will also be contingent on availability and cost of local resources. Organizations can design incentive programs to fit the funds available. Incentives can be given only to the most needy children, or a low-cost incentive can be used for a larger group of children. Nonetheless, it is possible to offer an illustrative budget that allocates resources among tasks typically associated with incentive programs. Costs for personnel will vary, but between 40 and 60 percent of the total investment should go to incentives. Salaries and wages for a program coordinator and administrative support should not exceed 25 to 30 percent of the budget; travel, other direct costs and evaluation may require another 15 to 25 percent of the budget. Other administrative costs should not exceed 5 to 10 percent.

Illustrative Project's Budget

Category	Estimated percentage
Incentives	40 - 60
Salaries and wages	25 - 30
Travel and transportation	5 - 10
Other direct costs	5 - 8
Monitoring and evaluation	5 - 7
Administrative costs	5 - 10

Is the program achieving its goals?

A monitoring and evaluation plan can provide information on the program to guide the program's administration. Such a plan could usefully include indicators that provide information on the progress of the program towards its goals. It is critical that the indicators developed reflect the circumstances of girls' education in specific country or regional contexts. For example, in some areas a 20 percent increase in girls' enrollment represents a significant increase, whereas in other areas this may be considered an unattainable goal. Increases in girls' enrollment, retention, achievement, and promotion rates are all relevant indicators of coverage, efficiency, and quality of education. Similarly, information from monitoring and evaluation can help to gain support for the program (from donors, politicians, teachers, and communities) and motivate parents to send their girls to school.

Will the program be sustained?

When addressing program sustainability, important issues include program objectives, time line, and levels of impact. During implementation, efforts should be made to promote an adequate political environment and a commitment of human and financial resources from the Ministry of Education, private sector, and local organizations to expand the program to underserved regions. Capacity building of local NGOs in

organization and management of human and financial resources is essential to sustainability. To instill local ownership it is necessary to consider community involvement and commitment from the program's outset. Program beneficiaries should be involved in the process of program development from planning and implementation to monitoring and evaluation. Strong political will, leadership, and funding are also required for long-term sustainability.

What complementary interventions support incentive programs?

Economic, cultural, and educational impediments to girls' education often work in combination, so responses to such obstacles must also be integrated. Girls' incentive programs should be viewed as an integrated package incorporating multiple interventions — not just the incentive component. Results will be enhanced through the inclusion of other interventions, such as social awareness campaigns and training of parents and teachers in topics relating to girls' education. These components should be introduced at the outset of the program.

Social awareness for parents and community. Community awareness campaigns can be organized to stress the importance of girls' education. A local organization or an NGO can organize and conduct the campaigns, which can include:

- group meetings with local and religious leaders, community development committees, and parents;
- cultural and artistic activities (drawing, painting and theater) developed at the community level;
- pamphlets and other materials; and
- video presentations and radio programs.

Social awareness activities should depend on the involvement and participation of voluntary teams composed of parents, children, teachers, local artists, and political authorities. Cultural and artistic activities should be coordinated with local artistic groups or regional cultural agencies. In addition, it is important to identify centers of community activity such as markets, parks, churches, or mosques, where activities can be held.

Training of teachers on gender issues. Teachers play an important role in developing a gender-equitable environment, where the value of girls' and boys' participation in school is recognized. This atmosphere of respect and recognition of girls' and women's contributions is not always present; stereotyping of gender roles often undermines females' contributions. Classroom practices do not necessarily favor equitable participation of girls. Teachers should be oriented to teach in a nonbiased, gender-free manner.

Teacher training is fundamental to achieve changes related to attitude and behavior to support gender equity. Training in gender sensitization, active teaching methodologies, self-esteem, changes in attitude, and strategies favoring girls' school participation are all desirable.

Creation of a girls' education policy. An encouraging atmosphere must be created to favor the development of girls' education and to obtain political support. This climate can be developed through information sharing with decision-makers in the public and private sectors to enable them to understand the importance of girls' education. These efforts should result in securing state support through the creation of public policies supporting education for girls.

It is probable that providing incentives to a generation of girls has a lasting multiplier effect in the communities, one that motivates other parents to educate their daughters even without the incentives of the program. The concurrent implementation of a combination of interventions associated with the incentive program produces a positive change in parents' attitudes toward girls' schooling and places a higher value on girls' education.

Summary

Incentive programs are most effective when implemented in conjunction with other interventions that promote increased parental and community awareness of the importance of girls' education, capacity building at the local level, and sustainability. In developing incentive programs, it is important to include beneficiaries as partners and involve them in planning and implementation. Programs provide technical assistance in launching and managing the activities, but leave the responsibility to the people themselves. Incentive programs are more likely to have a positive impact on girls' enrollment, attendance, and persistence when the incentive is tailored to the cultural and economic conditions of the local community, and is supported through policy and commitment at the national level.

Sources of Information

American Association of University Women Educational Foundation. 1995. "Growing Smart: What's Working for Girls in School." Washington, D.C.

"Growing Smart" is one of a series of publications concerning girls' experiences in school and is the organization's first comprehensive review of approaches that foster girls' achievement and healthy development. "Growing Smart" presents ideas that school and community leaders, parents and students, and change makers can use to improve girls' performance in school.

CARE/Guatemala. 1998. "Promoción Escolar de Niñas Rurales: *Proesa Xtani.*"

This document summarizes the status of female literacy and the need for girls' education in Guatemala and then presents key elements of the PROESA intervention program. In Spanish.

Chapman, D. W., Snyder, C. W., and Burchfield, S. A. 1993. "Teacher Incentives in the Third World." *Teacher and Teacher Education* (9)3: 301-16.

The article defines incentives and explains the purpose of an incentive system in linking incentives with target behaviors. The authors also discuss the relationship between teacher incentives, instructional practices, and career satisfaction in Botswana.

Creative Associates International, Inc. 1994. "Educating Girls: Investing in Development." Washington, D.C.

This booklet summarizes the benefits of girls' education to health and nutrition, population and family planning, the economy, intergenerational education, and development sustainability. It then presents issues to consider when assessing the status of girls' education and several strategies for improving girls' enrollment and retention.

Fisher, S. 1997. "Promotion of Girls' Education Scheme. Final Report." Report to the SUPER Project for consultancy through Creative Associates International, Inc. Kampala, Uganda: SUPER.

This is the final report for a three-month consultancy to help launch the Promotion of Girls' Education Scheme. The report includes the format for the scheme, a summary of the district orientation workshops, and the criteria for the persistence and performance awards to be presented at the end of the

school year. The appendices include monitoring forms and applications, a checklist of roles and responsibilities, a data-collection guide, and details for computing persistence and performance rates.

Fleuret, A. 1992. "Girls' Persistence and Teacher Incentives in Primary Education in Uganda." Kampala, Uganda: USAID/Uganda.

This report summarizes field research in Uganda during 1992 on incentives needed to retain primary-school teachers and to encourage persistence of students, especially girls, through primary school. Recommendations on how incentives and other strategies should be used to improve teacher and student persistence are provided.

Johnson, S. O. and Johnson, V. J. 1988. *Motivating Minority Students: Strategies That Work.* Springfield, IL: Charles C. Thomas.

Kasente, D. 1997. "IEQ Research-based Perspective of Girls' Experiences in Primary Schools." Paper prepared for the workshop to redesign the Incentive Grant Programme, Jinja, Uganda, 14-15 April 1997.

This report is one of several background documents prepared for the planning workshop where the Promotion of Girls' Education Scheme in Uganda was designed. It includes research findings from two Improved Educational Quality contract studies concerning age of dropout and pupils', teachers', and headteachers' perceptions of barriers to girls' education. Implications of the research findings to the incentive grants initiative and the universal primary education initiative are also provided.

Kohn, A. 1993. *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes.* Boston: Houghton Mifflin Co.

_____. 1993b. "Rewards vs Learning: A Response to Paul Chance." *Phi Delta Kappan* 74(10), pp. 783-87.

O'Gara, C. 1996. "Beyond Enrollment: A Handbook for Improving Girls' Experiences in Primary Classrooms." Washington, D.C.: Creative Associates International, Inc.

This spiral-bound handbook is designed to help teachers improve educational practices in order to make the classroom more gender sensitive and enhance educational quality for boys and girls in school. The handbook includes research findings, practical exercises, and information related to: curriculum, instruction and guidance, language and speech, managing time and space, and sexuality.

Prather, C. J., with Balouch, I, Monde, C, Monterroso, E, and Rahman, T. 1996. "Exploring Incentives: Promising Strategies for Improving Girls' Participation in School." Washington, D.C.: Creative Associates International, Inc. for the Advancing Basic Education and Literacy Project.

This monograph includes an introduction to incentives, case studies of four incentive programs that have been used to increase girls' enrollment, attendance, and performance in primary school, and conclusions. Case studies feature the *Asociacion Guatemalteca de Educacion Sexual* (AGES) Scholarship Program in Guatemala, the Female Education Scholarship Program in Nepal, *Programme D'Aide Alimentaire* (a school-feeding program) in Haiti, and the Sindh Primary Education Development Program in Pakistan.

This report is one of a series of project descriptions about girls' education. The series includes:

1. *Enhancing Girls' Education through Community Schools*

2. *Improving the Physical Environment in Support of Girls' Education*

3. *Investments that Yield High Returns: Scholarships for Girls*

4. *Using Incentives to Improve Girls' Participation in School*

5. *Mentoring Programs: An Approach to Improving Girls' Participation in Education*

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